Integrated Impact Assessment – Summary Report

Each of the numbered sections below must be completed
Please state if the IIA is interim or final

1.   Title of proposal

Maximising School Attendance is a revised framework which seeks to ensure that every child attends school every day, and that all partners, including parents and carers, collaborate to identify and overcome barriers.

2.   What will change as a result of this proposal?

The Maximising School Attendance policy supported by procedure will provide a framework for schools that aligns to Scottish Government and Education Scotland priorities and will support effective practice and consistency for schools to promote attendance and manage school absence.

- A of culture of promoting attendance across our schools and learning communities.
- Schools will have a framework to support them to improve outcomes for pupils by maximising school attendance through prevention, early intervention, and where there are barriers to attendance, provide targeted and intensive support.
- Compulsory measures will be reviewed and amended seeking to build positive solution focussed ways of improving attendance working with families and partners where appropriate.
- Schools will take a 'support-first' approach to help pupils and their families to tackle barriers to attendance, nonattendance does not mean refusal.
- Schools will work together with the child/ young person and their family and where appropriate partners by engaging with the GIRFEC framework to meet families where they are at; pupil and parent voice is integral especially in adaptations implemented to support attendance.
- UNCRC will be embedded in schools to ensure that children and young people are at the centre of decision-making.
- A Staged Intervention Model for Attendance will support consistency across the local authority and provide clarity for schools on thresholds and supports.
- Schools will use qualitative and quantitative data to understand the barriers to attendance and engagement within their own school/ learning community context and for their pupils and families.
- Maximising attendance aims to impact positively on emotional wellbeing, engagement and positive outcomes for children/ young people.
- Attainment improves as a direct correlation of supporting all children/ young people to maximise their attendance.

3. Briefly describe public involvement in this proposal to date and planned

- Central team including representation from Senior Officers from the City of Edinburgh Council
- Schools including representation from Primary, Secondary and Special sectors
- Parent/ carers of school aged pupils
- Young people
- Education Wellbeing Service
- Specialist staff
- Third sector partners

4. Is the proposal considered strategic under the Fairer Scotland Duty?

We recognise that children and young people in the following in groups are more likely to be impacted by barriers which make school attendance more challenging:

- families impacted by poverty; socioeconomic deprivation has been considered and the proposal is aligned directly with narrowing the attendance gap
- children/ young people with additional support needs and or disabilities
- Care Experienced children/ young people
- children and young people that are Young Carers
- Gypsy Roma Traveller communities may travel as part of their tradition, because of family connections or for work commitments.
-

5. Date of IIA
22nd February 2024 and 31st May 2024

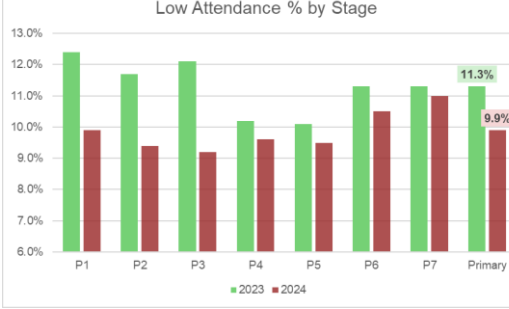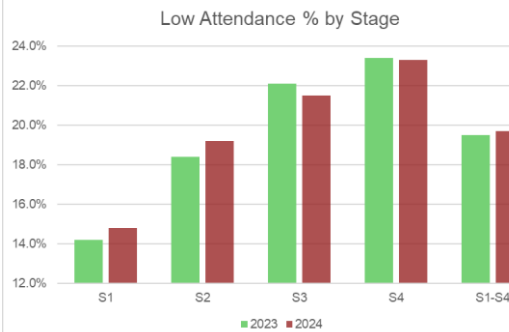## 6. Who was present at the IIA? Identify facilitator, lead officer, report writer and any employee representative present and main stakeholder (e.g. Council, NHS)

Name	Job Title	Date of IIA training
Jennifer Connell	Senior Development Officer Attendance, facilitator, lead officer	21.9.23
Nikhat Yusaf	Senior Development Officer Equalities	
Jenny Hennessy	Head Teacher (primary)	
Nicola Downie	Senior Education Officer/ Special Schools/ Parent	
Lynne Robertson	Pupil Support Officer	
Emma Easton	Spartans Alternative School/ Parent	
Emma Dougan	ASL Service Leader	

Name	Job Title	Date of IIA training
Lesley Warner	Education Welfare Officer	
Gemma Kirkpatrick	Team Leader Social Care Direct - Social Work	
Michelle Gordon	QIEO Care Experienced/ DHT (secondary)	
Sue Miles	Parent	
Lesley Macniven	Parent	
Kate Christmas	Parent	
Jennifer Graham	Parent	
Iris Bosa	Parent	
Vanessa Meikle	Parent	

7.   Evidence available at the time of the IIA

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Data on populations in need	SEEMIS overall attendance data	Attendance for 2022/23 Attendance figures: Actual- Primary 93% Secondary 90% Strech aim- Primary 93.5% Secondary 91.5% Low attendance for 2022/23 in Primary Schools showed that 11.2% of pupils have attendance below 85% and 20.2% of Secondary school pupils' in S1-4 attendance was below 85%. The low attendance figures have improved in Primary and marginally improved in Secondary, pupils with low attendance in Special schools remains comparable to 2022/2023.
Data on service uptake/access	Comparison attendance data pre and post covid and the attendance gap	School attendance rates are being analysed and compared monthly at a local authority level, this includes comparisons of low attendance (those with attendance below 85%), the attendance gap (the figure between the least Q5 and most deprived Q1 pupils) and to pre covid pandemic levels. Care Experienced attendance is monitored as a separate category. The numbers of pupils with ASN has increased since the covid pandemic.
	Comparison of low attendance data by stage for April 2023 and April 2024 for Primary and Secondary	Percentage of pupils with low attendance (<85%) by stage for Primary

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		Percentage of pupils with low attendance (<85%) by stage for Secondary
Data on socio-economic disadvantage e.g. low income, low wealth, material deprivation, area deprivation.	Attendance Gap data between Q1 and Q5 JRF Race and Ethnicity - Ethnicity Poverty and the data in Scotland	Research highlights that children from households affected by poverty are at more risk of low school attendance, children and young people living in the most deprived areas have an attendance rate lower than pupils living in the least deprived areas. In 2022/23 the attendance gap between Q1 and Q5 in Primary Schools was 5.8pp and the gap in Secondary was 7.2pp. The attendance gap in Special Schools was 5.4pp. The gap has deceased in Primary schools as is currently 5.3pp (as at December 2023) it was 6.1 in Dec 2022. The gap has decreased in Secondary but the gap is greater than in primary and is 7.4 (as at Dec 2023) which is the same as it was in Dec 2022. The gap has improved in Special schools and is 5.6 (as at Dec 2023) it was 6.8 in Dec 2022.

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		For 2023/24 the Gap has decreased in Primary but has increased in Secondary and in Special. The gap has narrowed in Primary from 5.8pp to 5.5pp the gap in Secondary has widened from the actual figure in 2022/23 7.2pp to 7.7pp in 2023/24.

Families from minority ethnic backgrounds and those where an adult or child are disabled are more likely to live in poverty. Poverty levels for people in minority ethnic communities over the last twenty years in Scotland have been at a significantly higher risk of poverty than white people. Poverty rates for people in minority ethnic backgrounds have been steadily increasing whilst the rate for white people has remained relatively constant, with more than two in five (44%) minority ethnic people living in poverty in 2017-20 compared to just less than one in five white people. |
| Data on equality outcomes | Attendance data for Special Schools

Attendance data for ASN pupils

Attendance data for CE pupils

Gypsy/ Roma Traveller communities

Refugee status | Low attendance for 2022/23 in Special Schools showed that 21.2% and 21.4% in 2023/24 of pupils had attendance below 85%. Health Care needs and long-term illness may disproportionately prevent children and young people in Special School from attending school.

Pupils with ASN are more at risk of poor attendance and attainment is not as high as all leavers with the gap broadening as the SCQF level increases.

Attendance percentage is for session 2022/23:

All pupils:
Primary 92.9%
Secondary 89.9% |

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		Pupils with ASN: Primary 91.2% Secondary 87.4 Pupils with no ASN: Primary 94% Secondary 92.4% The overall attendance for pupils in primary is higher than pupils in secondary or special. These attendance percentage figures show that pupils with an Additional Support Need have lower attendance across primary and secondary than this overall figure i.e. than pupils with no Additional Support Need. The attendance rates for Care Experienced Children and Young People are consistently lower than the rate for all pupils in Edinburgh. According to Scottish Government policy on Gypsy Roma Traveller communities, young Gypsy Roma Traveller educational outcomes are poor and school attendance rates are the lowest of any ethic group, exclusion rates are high and many Gypsy Roma Traveller children and young people do not make the transition from Primary to Secondary School which leads to poor attainment. This group need support to overcome barriers to maximising school attendance. 2014/15 and 2015/16 leavers data shows that 23.9% of leavers recorded as 'White – Gypsy Traveller' left with no qualifications at SCQF Level 3 or higher compared with 2.1% of all publicly funded Secondary School leavers.

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		The data on SEEMIS shows a high number of "Unauthorised Absence". Pupils who are of refugee status are specifically impacted. Further information to analyse this data is not available. Children and young people who are support by Children's services including on the Child Protection Register are classified as vulnerable and more rigorous monitoring needs to be in place for safeguarding reasons. School exclusion can impact children and young people leading to offending behaviour, for those on the Child Protection register and children/ young people at are Care Experienced are already more vulnerable and at risk of negative outcomes rates of school exclusion remain too high for these children/ young people.
Research/literature evidence	Attendanceworks.org/chronic-absence/addressing-chronic-absence Improving Attendance in Scotland summary findings Long term impact of absence - labour market Education Scotland Spotlight on Attendance School Absenteeism and Academic Achievement: Does the Reason for Absence Matter? Included-Engaged-Involved-part-1	Attendance at school is considered a protective factor. When children and young people experience consistent safety, security and comfort from key adults, they develop the skills and desire to explore their environment and engage in learning opportunities. School absence can have a negative effect from loss of learning, peers interactions and ultimately academic achievement and attainment. Attendance at school was also found to be a protective factor for children's mental health. All absences effect progress. Evidence suggests that attendance that falls below 90% can have a negative impact on progress. The Higher the absence rate the greater the impact on attainment.

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
	Included-Engaged-Involved-part-2- Behaviour in Scottish Schools 2016 PressReader.com - Digital Newspaper & Magazine Subscriptions School distress and the school attendance crisis: a story dominated by neurodivergence and unmet need - PubMed (nih.gov)	Themes of culture, systems, and practice can provide helpful structures when considering approaches to improving attendance and engagement. Schools should work in partnership with families - Parents and carers are by far the most important influence on children's lives and learning and it is parents and carers who are responsible for making sure their child is educated. All forms of absence (truancy, sickness, exceptional domestic circumstance, family holidays) are negatively associated with achievement at the end of compulsory and post compulsory schooling. To enhance students' academic achievement and increase their likelihood of continuing to pursue education after leaving school, there should be targeted interventions that address the root causes of absenteeism to increase school attendance. An increase in overall absences from zero to the average level of absences in our sample (12 per cent missed days) raised the likelihood of not being in education, employment or training (NEET) by 40%). "Truancy primarily hinders attending further and higher education, while sickness absences not only deter further and higher education but also increase the risk of being Neet". Markus Kleinand Edward Sosu (2022) Engagement in a nurturing school environment; improved skills for

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		learning (Gerrard, 2005), improved language and literacy skills (Hosie, 2013) improved behaviour and social skills (Cooper & Tiknaz, 2005; Cooper & Whitebread, 2007) positive changes in social and emotional functioning at home (Binnie & Allen, 2008).

Research highlights that negative outcomes for pupils can be mitigated through equitable and inclusive ethos and practices, where staff have the relevant skills, knowledge and experience and work in partnerships with pupils and their families to address barriers and maximise attendance. Children and young people, parents, schools and communities working together to maximise school attendance by the shared understanding that every day counts.

Data driven interventions alongside a compressive knowledge of the children/ young people and their families allow schools to target resources and support pupils to maximise attendance by determining causes for absence and or barriers to attendance.

Attendance supports pupils to develop life skills, benefit from support and guidance into the world of work through school and specialised provision from third sector providers working with schools e.g. Skills Development Scotland, mentoring opportunities e.g. MC Pathways, pathways e.g. Senior Phase course choice/ Edinburgh College Partnership.

Strategies that support pupils with ASN and or those who are neurodivergent can be used |

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
		universally to support all pupils' attendance, engagement and attainment.
Public/patient/client experience information	Parent/ carers [Actions for consideration | Improving attendance in Scotland | Attendance | Resources | Education Scotland](#)	Communication of attendance information to be clear to parents; "Every Day Counts" and its message, consideration if a child/ young person has Additional Support Needs and/or Disability e.g. neurodiversity, ASN, EAL. Positive language that promotes attendance and values parent collaboration should be promoted in all communication with parents.

Understand the barriers and work with families.

Early years settings are not required to follow this policy, the importance of this emphasis on attendance in early years settings is around establishing good relationships with families, developing positive routines around attending and early identification of any additional support needs. Transition periods are key and attendance should be promoted as part of the transition from EYS to P1, successful transitions also build in the opportunity for information sharing of barriers experienced by children and their families as well as successful interventions and supports. |
| Evidence of inclusive engagement of people who use the service and involvement findings | | Parent engagement in IIA

All findings have been considered with the aim to seeks to ensure that every child attends school every day, and that all partners, including parents, collaborate to identify and overcome barriers. |

Evidence	Available – detail source	Comments: what does the evidence tell you with regard to different groups who may be affected and to the environmental impacts of your proposal
Evidence of unmet need	Promoting Attendance and Managing Absence policy 2011 reviewed 2020	The current policy "Promoting Attendance and Managing Absence" is not sufficiently nuanced or strategic enough to ensure consistency in approaches to maximising attendance across all schools or to meet the needs of children, young people and their families.
Good practice guidelines	Education.gov.scot - Improving Attendance Understanding the Issues Attendance | Resources | Education Scotland	This policy review is being informed by the Education Scotland Attendance Enquiry Project – Improving Attendance Understanding the Issues, the Collaborative enquiry of Inclusion in Edinburgh, the Attendance Thematic Review.
Carbon emissions generated/reduced data		
Environmental data		
Risk from cumulative impacts	SEEMIS: Ongoing monitoring of attendance data is required at central and school levels	This policy review aims support schools to maximise attendance. It is holistic approach which includes Alternatives to School Attendance in Exceptional Circumstances and focusses on engagement with families and partners where appropriate. Procedures to support implementation of the Maximising School Attendance the policy will aim to develop consistency across the City of Edinburgh schools.
Other (please specify)		
Additional evidence required		

8.   In summary, what impacts were identified and which groups will they affect?

Equality, Health and Wellbeing and Human Rights	Affected populations
Positive Children and young people who are experiencing barriers to school attendance will feel supported through a holistic child centred approach. Schools are required to aim to understand barriers so that the learning environment doesn't exclude children/ young people from learning.	Children and young people in the City of Edinburgh. Children and young people with protected characteristics. Children and young people more vulnerable to experiencing barriers to maximising their attendance (e.g. those who are Care Experienced, have Additional Support Needs and/or Disability, are living in the lowest SIMD) Parents and carers with children or young people enrolled in a City of Edinburgh school.
Negative	

9. **Is any part of this policy/ service to be carried out wholly or partly by contractors and if so how will equality, human rights including children's rights, environmental and sustainability issues be addressed?**

The UNCRC supporting the rights of children and young people has been consulted in the development of this policy.

10. **Consider how you will communicate information about this policy/ service change to children and young people and those affected by sensory impairment, speech impairment, low level literacy or numeracy, learning difficulties or English as a second language? Please provide a summary of the communications plan.**

The authority will publish the full policy on the Council website. Schools will ensure that they communicate at school-level in age-appropriate ways, e.g. through school communication/ webpage/ assemblies. Schools will support children and young people and parents-carers affected by sensory impairment, low literacy levels, learning difficulties and those with English as an Additional Language to know how to report school absence and how they can expect to be supported. The policy should

be signposted to parents through relevant communications to understand the importance of school and attendance, how to report absences and how to seek support to barriers through the GIRFEC framework.

11. Is the plan, programme, strategy or policy likely to result in significant environmental effects, either positive or negative? If yes, it is likely that a <u>Strategic Environmental Assessment (SEA)</u> will be required and the impacts identified in the IIA should be included in this. See section 2.10 in the Guidance for further information.

No.

12. Additional Information and Evidence Required

If further evidence is required, please note how it will be gathered. If appropriate, mark this report as interim and submit updated final report once further evidence has been gathered.

No.

13. Specific to this IIA only, what recommended actions have been, or will be, undertaken and by when? (these should be drawn from 7 – 11 above) Please complete:

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title	Deadline for progressing	Review date
Evaluate effective practice of PSOs and the impact on improving attendance	Jennifer Connell Alice Hewlitt	June 2024	June 2025
Service re-design and launch of the Education Wellbeing Service	Lynne Binne Jennifer Connell Gibby Greechan	August 2024	June 2025
Communication of Maximising Attendance policy to key staff in schools	Lynne Binne Jennifer Connell	August 2024	June 2025
Maximising School Attendance procedure to support implementation and align to the Maximising School Attendance policy	Lynne Binne Jennifer Connell	August 2024	June 2025

Specific actions (as a result of the IIA which may include financial implications, mitigating actions and risks of cumulative impacts)	Who will take them forward (name and job title	Deadline for progressing	Review date
Support for teams to implement this policy and procedure including Quality Improvement Team, schools, partners.	Jennifer Connell Gibby Greechan	August 2024	June 2025

14. Are there any negative impacts in section 8 for which there are no identified mitigating actions?

15. How will you monitor how this proposal affects different groups, including people with protected characteristics?

Attendance data will continue to be analysed and reviewed centrally. This data will be shared with schools. Schools will monitor attendance, patterns, and use data to inform resourcing of supports to maximise attendance. A new data dashboard as part of a Pupil Tracker will support this aim.

16. Sign off by Head of Service

Name: Lynne Binnie

Date: 23.8.24

17. Publication

Completed and signed IIAs should be sent to: integratedimpactassessments@edinburgh.gov.uk to be published on the Council website www.edinburgh.gov.uk/impactassessments
Edinburgh Integration Joint Board/Health and Social Care
sarah.bryson@edinburgh.gov.uk to be published at
www.edinburghhsc.scot/the-ijb/integrated-impact-assessments/